Reef Reading Map

Use headings and section clues to find information quickly.

7.P.EICC.3.b "Scan and skim the text, making note of structures and sections that might be most useful. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each section heading. Then circle the sentence in each section that tells the section's main focus, so you can quickly choose useful sections.

Coral Reefs: A Quick Guide

1. WHERE REEFS GROW. Coral reefs are underwater ecosystems built by tiny animals called coral polyps. Most reef-building corals grow in warm, shallow, clear ocean water near the equator. Although reefs cover less than 1 percent of the ocean floor, they provide food and shelter for many fish, crabs, and sea turtles. Reefs also help coastal communities by weakening waves before they reach shore. This section explains where reefs are found and why they matter to nearby people.

2. WHY REEFS ARE CHANGING. Reefs can be harmed when ocean water becomes too warm. During a bleaching event, corals lose the colorful algae that live inside them and supply much of their food. A bleached coral is not always dead, but it is weaker and may die if stressful conditions continue. Pollution, sediment washed from land, and destructive fishing can also damage reefs. The causes listed here help readers understand why protecting water quality and limiting climate change are important.

3. RESTORING A REEF. In several places, scientists and community volunteers grow broken coral pieces in underwater nurseries. When the pieces are large enough, divers attach them to damaged reef areas with safe materials, such as epoxy or cement. Restoration does not solve every problem, so teams also measure water temperature, remove trash, and work to reduce pollution. The steps in this section show that reef recovery requires both careful planting and long-term protection of the surrounding ocean.

2 ANSWER WITH EVIDENCE

Use the passage

1. You need one fact about the ocean conditions where reef-building corals grow. Which section should you skim, and what words in its heading guide you?

2. Which section should you scan to locate several threats to reefs in one place? Name two threats you would find.

3. A reader wants the sequence used to repair a damaged reef. Which section is most useful? Give two steps in order.

4. How do the headings organize the article from beginning to end?

3 YOUR TURN

Your own words

You are preparing a one-minute announcement about why reefs need protection. List the two sections you would skim first, in order, and write one detail you would look for in each section.

ANSWER KEY

Reef Reading Map

GRADE 7 · 7.P.EICC.3.b

PART 1 · READ AND MARK

Underline each section heading. Then circle the sentence in each section that tells the section's main focus, so you can quickly choose useful sections. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	You need one fact about the ocean conditions where reef-building corals grow. Which section should you skim, and what words in its heading guide you?	**WHERE REEFS GROW. The words "Reefs Grow" signal that the section will explain where and under what conditions corals grow.**
2	Which section should you scan to locate several threats to reefs in one place? Name two threats you would find.	**WHY REEFS ARE CHANGING. Possible threats include warm water, pollution, sediment washed from land, and destructive fishing.**
3	A reader wants the sequence used to repair a damaged reef. Which section is most useful? Give two steps in order.	**RESTORING A REEF. Teams grow broken coral pieces in underwater nurseries, then divers attach the pieces to damaged reef areas.**
4	How do the headings organize the article from beginning to end?	**The article moves from where reefs grow and why they matter, to threats that damage reefs, to actions people take to restore them.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, I would skim WHERE REEFS GROW for the way reefs weaken waves near shore. Next, I would skim WHY REEFS ARE CHANGING for threats such as warm water and pollution.

Accept equivalent section titles and accurate details from the named sections. For the open task, accept a logical section order that fits the student's announcement purpose and one accurate detail for each section.